

BULLETIN

CALIFORNIA

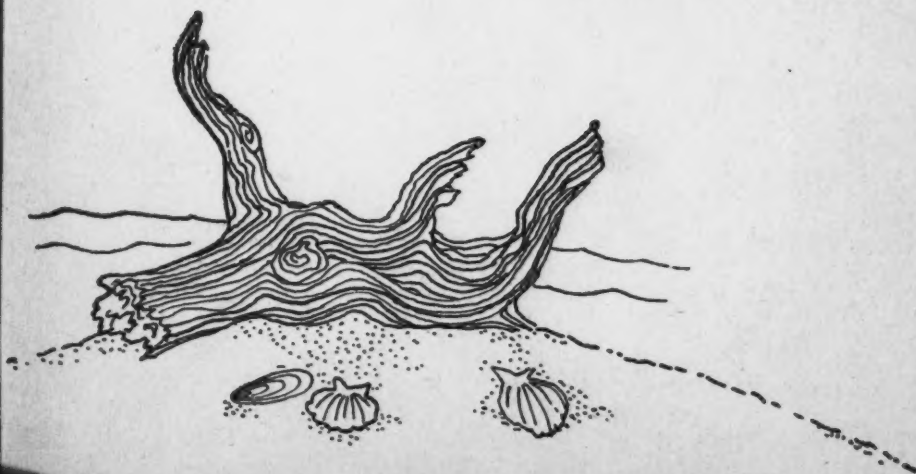
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ASSOCIATION OF
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VOLUME 28, NUMBER 1

NOVEMBER, 1956



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BULLETIN

OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

November, 1956

Volume 28, No. 1

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MEETINGS AND EVENTS FOR 1956-57

STATE MEETING

Date: November 10-11, 1956
Place: Bakersfield

NORTHERN SECTION

Date: October 13, 1956
Place: San Francisco State College
Topic: Business Meeting and Author Luncheon

Date: March 30, 1957
Place: Stanford University, Palo Alto
Topic: SLANC Conference SLAC, Northern Section Business Meeting

Date: January 12, 1957
Place: San Francisco
Topic: Business Meeting and Book Review Program

Date: May 18, 1957
Place: Sacramento
Topic: Business Meeting, Luncheon and Program

Date: January 31, February 1-2, 1957
Place: Bakersfield
Topic: AVEAC State Conference — February 2nd, SLAC, Northern Section Program and Luncheon

SOUTHERN SECTION

BOOK BREAKFASTS

Chairman: Marjorie Schramling
Place: CTA Headquarters
 1125 W. Sixth Street, Los Angeles
Time: 9:30 a.m.
Dates: October 6, 1956
 November 3, 1956
 January 5, 1957
 February 2, 1957
 March 2, 1957
 April 6, 1957
Program: Book reviews of the latest and most significant books for all ages.

CHRISTMAS MEETING

Date: December 1, 1956
Place: Statler Hotel, Los Angeles

Morning Session
Time: Business Meeting 10:00 a.m.—Sierra Room
Speaker: Dr. Richard Lillard, Author;
 11:00 a.m.—Sierra Room
Topic: The Art of Autobiography

Luncheon Session
Time: 12:30 p.m.
Place: Golden State Room
Speaker: Katherine Hulme, Author
Topic: The Story of "The Nun's Story"

AN INVITATION TO JOIN THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

I herewith transmit my annual membership dues of \$2.50 in the SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA ☐ SOUTHERN ☐ NORTHERN SECTION for the year July 1, 1956 to June 30, 1957, \$1.00 of which is for a subscription to the BULLETIN OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA for one year.

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Southern Section
 MRS. JENNIE MEISELS
 LeConte Junior High School
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 Hollywood 28, California

Only names of members who have paid by December 1 will appear in the January Directory issue of the BULLETIN.

President's Message

Your new president welcomes this opportunity to send all of you a brief message. My year as Vice-President was an apprenticeship which afforded a welcome insight into the mechanics of the organization, but it was not until I took over the presidential reins that I became truly aware of the tremendous scope, power, and potentialities of SLAC. Anyone who has participated only in the programs of our Northern or Southern Sections realizes only dimly the importance of the statewide professional activities which are brought into focus and given impetus by our State Executive Board.

Like many professional organizations in California, we divide naturally, because of geography, into North and South. However, we have been able to counteract or nullify this duality (or "split personality") by the method in which we alternate state offices between North and South, by providing representation from both areas on state committees, and above all by the fact that we, as school librarians, have professional interests and problems which are remarkably similar. By all possible means, we should endeavor to cultivate and strengthen this community of interest. Individually, or as uncoordinated small groups, we can accomplish little, but as a state association we can work wonders. At long last, it seems possible that this year we may achieve the library consultant services in the State Department



L. HERMAN SMITH

of Education for which we worked so ardently. This will come as a culmination to years of patient and devoted efforts by our legislative committees and our past Executive Boards. Many other achievements could be named.

Your new Executive Board is humbly and earnestly attempting to follow in the distinguished footsteps of its predecessors, and we solicit your support and welcome your suggestions. In the wise words of Aesop, "Union gives strength."

L. Herman Smith
SLAC President

Greetings from the North

Greetings from the Northern Section of the School Library Association of California.

This coming year should be a challenging one to our Association for we have many pertinent and vital problems to face: school library consultant services at the state level, credentialing, and our Bulletin and its future. These, and other matters of mutual interest, should bring into sharp focus the necessity of having closer lines of communication between the Northern and Southern Sections and the State Executive Board of SLAC so that we can develop uniform policies based on the combined efforts of our total membership. We need the vitalizing influence of new members, the sage advice of older members, and full discussion on all matters pertaining to school library service.

May I express for the membership of the Northern Section our intense interest in all of these problems and our desire for close cooperation with the membership of the Southern Section, the SLAC State Executive Board, and the CTA as an affiliate organization.

The only reason for the existence of our Association is the betterment of library services in the schools of California. Let us all work together to achieve that goal.

Frances Erickson, *President,*
SLAC, Northern Section



FRANCES ERICKSON

Of Future Interest

Items of interest you will be reading in forthcoming issues include:

"Just the Facts" about the Library Consultant Service.

Progress being made by the Credentials Committee.

What happened at the State Meeting held in Bakersfield.

Report on the Christmas meeting
Resume of THE SEVENTH FLUTE.

Items reporting new pamphlets and/or films of interest to librarians and their patrons.

Reprint of an article on discipline from an administrator's point of view.

This We Believe



MARGARET F. GLASSEY

As S.L.A.C. steps out to face the problems of the new year, it is well for us to glance back over the way we have come. Emerson has said, "An institution is the lengthened shadow of one man." S.L.A.C. today is but the lengthened shadow of the vision and the professional devotion of the many school librarians who, over the past years, have worked steadfastly for the welfare and success of this Association. The recognition and status which we as school librarians enjoy in California today, we owe largely to these dedicated members. We salute these former leaders and step forward with confidence on the paths which their achievements have cleared for us.

The ideal that first motivated the organization of this Association is also

our primary goal today. No matter how many new shapes and types of instructional materials are available, the printed page is still and always will be a fundamental tool of education. No matter how many extra curricular activities may claim our attention, to introduce the young reader to the world of books is still the chief responsibility and choicest privilege of our profession. This sentiment may seem trite to librarians, but it is one which could well be often reiterated in the councils of education. This we believe, and this is why we chose to enter a profession dedicated to bringing the knowledge and joys of reading to the young people in the schools of California.

The fulfillment of this mission will demand the most from each of us personally in intellectual effort, social understanding and educational leadership. May we each grow richer in these qualities in the coming year and more capable of filling our true roles of master teachers of books!

In behalf of the Advisory Council of the Southern Section, it is my privilege also to greet especially all school librarians South of the Tehachapi. A very special greeting goes to those who this year are entering this work in our state for the first time. We urge you to participate in the activities of this Association and share in the fine fellowship to be found among our members. For you all there is a hearty welcome and a place of usefulness in this "goodly company."

Margaret F. Glassey, *President*
SLAC, *Southern Section*

San Francisco Library Workshop, Summer 1956

Mrs. Claire Sprague, Daniel Webster Junior High School, Stockton — Teacher of Seventh Grade Basic Classes and a Class for Gifted Children.

A unique type of workshop on *Reading*, sponsored by the School Library Association of California and the University of San Francisco, was held on the university campus from June 25th through July 6th.

Sparked by the dynamic leadership of Miss Margaret Girdner, Director of the Bureau of Texts and Libraries for the San Francisco schools, and using the timely theme, *Let's Make Johnny Want to Read*, the workshop drew one hundred forty-one educators from Oregon, Utah, and areas throughout California.

The workshop was planned and executed by a committee of experienced leaders in the field of education among whom were the following:

Margaret V. Girdner, Chairman
Jessie Boyd
Mrs. Frances Erickson
Geraldine Ferring
Mrs. Elsie Holland
Mrs. Esther Lipsey
William J. Monihan, S.J.
Robert Muller
Mrs. Berna Simoncelli
Sr. Mary Alma, P.B.V.M.
Dora Smith
Nan Sykes
Mrs. Sidney Thompson

The two weeks of hard work were rewarding to the participants. The enriching experience provided oppor-

tunities to discuss ways and means of improving the reading program in all schools and to study what has been done and what can be done for the "gifted child." The educators attending the workshop were all people dedicated to their work. Here they found stimulation and inspiration. Available to them was the best advice in the field. Expert lecturers and consultants were on hand every day for exchange of ideas, and every day a different aspect of reading was studied and discussed.

Facilities of the University of San Francisco Gleeson Library were available for study. The H. H. Hunting Company provided a large book collection for examination. Each week five books were drawn from the collection and given as gifts to the lucky winners. Free materials from many sources, books lists, and copies of the day's lectures were distributed daily.

The atmosphere was a cordial one. Coffee was served before the morning class, and pleasant dining room facilities were available for other meals. Opportunities were provided for cultural activities in the late afternoon and evening. Sign-up sheets were available for members to attend theatres, dinners, etc. as a group. The group as a whole attended the movie, *Storm Center*, featuring Bette Davis, and they were also invited to a reception on the campus for Dr. Frank Baxter, Shakespearean expert from the University of Southern California.

The university, the leaders, and the books were not the only reasons the workshop proved so successful. The locale itself was important. San Francisco, city of hills, was an ideal spot for the seminar. With an average temperature of 56°, a tailored suit was the most acceptable garb, even for the summer session.

The seminar classes were held from 9:00 a.m. to 3:30 p.m., with coffee breaks at 8:30 and 10:30 a.m. In the mornings the whole group met together, and in the afternoons the group met in sections divided into teaching levels. The leaders of the sections were:

Mrs. Viola Hammer, Elementary Chairman

Mrs. Esther Lipsey, Junior High Chairman

Mrs. Sidney Thompson, Senior High Chairman

Mrs. Margaret Stoker, Gifted Children Chairman

The afternoon sections followed the theme of the morning lectures, providing an opportunity for an exchange of ideas and experiences. This procedure developed a give-and-take between teachers, administrators, librarians, and consultants. The atmosphere was relaxed, and ideas flew around the table.

Dr. Edith Merritt of San Francisco State College, the lecturer for the first day, spoke on *Reading as a Developmental Skill*. She told the group that when you taught a child to read materials based on problems from his own life experiences, he would later become a better citizen and a more effective person in our democracy.

Dr. Baxter's lecture was one of the highlights of the seminar. His topic was, *Adventure in the Library or Reading in America, 1956*. The group was privileged to hear him twice, and

his words whetted appetites. He claimed that when any man was writing, he was a writer. He said that young people should not be deprived of poetry for more abundant and perfect living.

The panel on *Directed Reading* was very practical and useful, proving that a good team could put over a successful reading program. All children, from the non-reader to the gifted child, could profit under the guidance of an interested administrator, a capable librarian, and enthusiastic teachers who possessed imagination. Mrs. Esther Lipsey, school librarian from Stockton moderated the panel, and Mr. Wesley Young, principal of Stockton Junior High School, gave the administrator's point of view. He said a "chunk" of the day should be set aside for reading. Techniques for getting children to "want to read" were portrayed by Miss Nora McAndrews, librarian at Stockton Junior High. That her experience and enthusiasm added to her success with non-readers as well as with good readers were shown by concrete examples. Then the writer herself showed that the gifted child was coming in for recognition at last. Examples of the creative work of a seventh grade class at Daniel Webster Junior High were displayed. The materials covered the areas of music, art, poetry, legends, and other story forms. Emphasizing creative writing brought interesting and profitable developments during the year to the young people. Adding much to their individual pleasure was the fact that eighty-two percent of the class had work accepted for publication in various state and national newspapers and magazines. Entering contests in poetry proved stimulating and rewarding to the young people.

Howard Pease, popular author of children's adventure books, gave the class many ideas on how to encourage young people to reach the limits of their range. He spoke on the three depths of literature and the importance of looking for underlying symbolism. The group learned from him how he was inspired to write. His subject of *Developing Reading Habits* was well covered.

Miss Leone Garvey of Berkeley gave to the group the point of view of a public librarian in a stimulating reading program carried on in the summer for interested young people. Cooperation of parents was an interesting feature of the whole plan.

"Hitch your reading to a star" was urged by Dr. Richard Hurley of Catholic University in Washington, D.C. The workshop participants learned from him about teen-age book clubs, science fiction writers, and material for retarded readers. Each member of the class was given a complimentary copy of his book entitled, *Your Library*. Insight into selection of book titles for juvenile readers was taken up in an afternoon session. Each class participant had an opportunity to contribute ideas.

Miss Marian Lord brought to the class lists of readings for the gifted child and explained how this program was handled in the Long Beach area. Later Miss Elizabeth O. Williams, Head Supervisor of the Library and Textbook Section of the Los Angeles City Schools, added specific techniques to be used to bring about desirable activities in order to provide a broader, richer program.

Another inspirational speaker was Dr. Walter Loban of the University of California with his survey of ado-

lescent literature. He read *The Mousewife*, a story rich in symbolism and emotional appeal. His lecture stressed the point that the gifted child needed human warmth so that he would not be lonely. He added that the challenge to the gifted should not be lowered and that the teacher of this type of child must possess imagination. In Dr. Loban's opinion the intellectually gifted might include anyone who was exceptional in a broad area which was of significance to our culture. Teachers, therefore, should use a variety of poetry and literature since poetry bids us to touch and taste beauty, music, style, and logic. The great power of literature was the underlying theme throughout his lecture.

At the end of the two weeks the one hundred forty-one members of the seminar seemed to agree that this experiment in sharing ideas and practical experiences under the capable guidance of experts was most rewarding. Those who attended went home with fresh ideas and inspiration on *How to Make Johnny Want to Read* and how to be alert to do something tangible for the "gifted child." Discussion groups shared ways and means of putting the plans they formulated into action. All left, vowing to bring more with them to next year's session, but with the feeling of having accomplished something worthwhile in a most enjoyable way.

The Library of Congress and the American Library Association are cooperating in the revision of the *ALA Rules for Author and Title Entries*. The American Library Association expects to publish the revised work when it is completed.

New Faculty Member at San Jose State College

Leslie H. Janke, a specialist in curriculum materials, has joined the staff of the Department of Librarianship at San Jose State College with the beginning of the 1956 fall semester.

Mr. Janke comes to the Librarianship Department from a position as director of curriculum materials for the public high schools of Morrison, Illinois. He has had wide experience both as a school librarian and curriculum materials center specialist, having worked in these fields for eleven years.

The Morrison, Illinois junior and senior high schools were among the first in the entire state to have complete material centers in operation. All teaching materials, printed, audio and visual, are cataloged, processed and administered by a central agency. Features of the system included union catalogs of all audio-visual materials in each building, delivery service and the charging-out of audio-visual materials and equipment to students on the same basis as books.

Mr. Janke holds a graduate degree in curriculum materials from the School of Library Service at Florida State University as well as a graduate degree in American history from the University of Wyoming.

During the summers of 1955 and 1956, Mr. Janke was a visiting instructor in librarianship on the San Jose campus. Previously he has done summer teaching in curriculum services at Idaho State College.

In joining the Department of Librarianship at San Jose State College, Mr. Janke will teach classes in school

librarianship as well as audio-visual and curriculum materials courses. Mr. Janke's coming to San Jose State is another step forward in the development of the new curriculum materials masters' degree program now under way at the college. Within the next few weeks a complete curriculum laboratory in the new library addition will further enhance the school librarianship program given at San Jose State College.

TWA has recently put out a booklet entitled *Your Sabbatical Year Abroad*. You may obtain one by writing to TWA's Air World Education Department, 380 Madison Avenue, New York 17, N.Y.

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The Selection of School Library Materials

Policies and procedures for the selection of school library materials are discussed and suggested in valuable detail in a comprehensive bulletin compiled by the Book Selection Policy Committee of the School Library Association of California, Northern Section, published by California Teachers Association, 693 Sutter Street, San Francisco 2, California.

The publication, which is available from California Teachers Association at a cost of 50 cents per copy, contains book selection policy statements of a number of school districts varying in size, as well as junior colleges. It discusses "Safe and Sane Approaches to the Selection of Textbooks and Library Books." Since, as the introduction to the publication itself says,

"Local school districts are becoming more and more aware of the need for having a well-formulated statement of philosophies, policies and procedures for the selection and evaluation of school library materials," the bulletin might well be considered as a must in areas where no such policies exist or where present policies need reexamination.

The product of the compiling committee has been endorsed by the Book Selection Committee of the School Library Association of California, and its intents and purposes have received official commendation from the Public Relations Advisory Panel of California Teachers Association.

The publication was mimeographed by California Teachers Association.



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Mixed Blessing

CAMILLE BAXTER, *Librarian,*

Los Angeles Harbor Junior College, Wilmington, California
(Formerly Librarian at San Pedro High School, San Pedro, California)

The recipe reads: put 1 display case 2' x 5' x 3' into a well-aired and lighted school library, fillings are various to suit current appetites. Change as frequently as possible.

If you were to compare it with a double-crust pie, you'd realize that (when full) it can be an appealing and appetizing affair. Empty, it's a "flop." In the instance of the glass case, empty it looks like the fabulous gangsters' coffins one reads about!

Actually, it is a fearful and wonderful arrangement. It works to best advantage, however, when every department in school "gets into the act." This is an opportunity for teachers to obtain schoolwide recognition for outstanding student and teacher work in every subject area of the curriculum.

In the area of Homemaking, there's no need to "consider the lilies," for the practical results of departmental activities not only stir interest, but also tend to instill a wish to enroll in Home Economics as an added or "elective" subject. One of the most interest-provoking displays we have ever had in our school library was one of home-canning. Actually, it came about as a series of happenstances.

A P.T.A. meeting was to feature Home Economics. At the same time, the Foods classes had just completed a unit on canning, pickling and preserving. Jars of beautifully colored foods were put into the glass case, on papers chosen as color foils for each jar and cut in abstract shapes. The

display was sprinkled with clearly-lettered cards upon which the student's name and method of preserving appeared. These cards were made up in Drafting classes. Another (central) card gave the name of the teacher and the grade level of the Foods class. We realized (with the help of the P.T.A. members who were disappointed) that we could and *should* have finished the job by having the recipes mimeographed by Commercial students to give away. Even boys responded to this exhibit. It all happened because a teacher was trying hard to think of a way the P.T.A. could be made to feel it was participating in class work; yet she wanted to show a practical, not a "fancy" side.

Another successful exhibit was one we arranged just before Easter of fancy outfits the girls had finished for this festive occasion. A "tie-in" with the Art Department came when an Interior Decoration class set up miniature room arrangements. It was an assignment given to the Personal and Family Arts and to the Child Care Classes to visit the Library, see the exhibits, taking notes for class discussion. In class the arrangements and color schemes were evaluated and suggestions sent back to the Art classes for improvements.

The amount of interest aroused in this, however, was hard to measure because it was so great. Almost an equal number of people asked the librarian about both facets of this work: Home Economics and Art.

The interesting part of it was that many of these people were not enrolled in either department, and *their interest in both was caught for the first time.*

The unit on cake decorating and open-faced sandwich making could be used, although at least the latter would have to be changed daily. The Business Education Department in your school may have an employment service. If so this is an excellent tie-in for a possible display:

- 1 display of baby garments from Clothing Class

- 1 assignment of explanatory note signs from Child Care Class

- 5-10 books on baby-sitting and Child Care from Library

- 1 Bulletin Board stressing that the "trained baby sitter" is the "most-employed" sitter.

These ingredients make for good departmental publicity and a functional and worthwhile interworking of subject areas in the curriculum.

Please don't overlook the possibilities of the book collection itself. These include (or should include) material on manners, personal grooming, foods, clothing, household furnishings and table arrangements. If a class works on table arrangements as teams or individuals, the one voted best could be set up on a library table for everyone to enjoy. A couple of "lead-up" stories in the school paper or bulletin could precede it and it would be most successful if timely (e.g. St. Patrick's Day, Halloween, May Day or Washington's Birthday).

The library's store of magazines, pamphlets and pictures could be used to much more advantage than they usually are.

Another project which could be entered into on a schoolwide basis, bringing in English and Art classes was worked out some years ago at University High School in Oakland. There, as here at San Pedro High School, there was a wide range of countries of origin. Because it is impossible to overestimate a teenager's interest in food, the idea of compiling a recipe folder composed of recipes from foreign countries, all tried and approved in Foods Classes was a success.

Several years ago B. Lamar Johnson, lecturing at U.C.L.A. made much of the fact that a school librarian is a resource that quite often remains untapped. Unfortunately, this is quite true. Try talking your publicity and public relations problems over with her. You may find some ideas you can use.

It may be an old saw, largely overworked, but the statement that two heads are better than one still has merit. By extension, several more heads add to the general value. Short talks at the lunch table between faculty members of different departments can result in excellent over-all plans. For execution, students should be used. In this work, the student assistants in the library will have had some experience and practice. The importance of using students cannot be over-emphasized. Not only does this utilize another situation as a *learning situation*, but also it makes certain of a ready, constant and enthused publicity of a predisposed flavor. Students are always interested in what other students are doing, and I find they gather around my assistants to watch and suggest (just

Books for our Growing-up Population

Helen Fuller, Assistant Librarian in Charge of Work with Boys and Girls, Long Beach Public Library.

(This list was submitted by Miss Fuller with the comment that the books included are those children like to read.)

Stories and Pictures

- Alexander, Anne. *ABC of Cars and Trucks*. Doubleday.
Coatsworth, Elizabeth. *Hide and Seek*. Pantheon. \$2.00.
Dalglish, Alice. *Fourth of July Story*. Scribner.
De Regniers, B. S. *Was It a Good Trade?* Harcourt. \$1.95.
Du Bois, W. P. *Lion*. Viking. \$3.00.
Duvoisin, Roger. *The House of Four Seasons*. Lothrop. \$2.50.
Francoise. *Jean-Marie in Gay Paris*. Scribner.
Johnson, Crockett. *Harold's Fairy Tale*. Harper. \$1.50.
Kahl, Virginia. *Mazie*. Scribner.
MacDonald, Golden. *Whistle for the Train*. Doubleday. \$2.40.
Schlein, Miriam. *Deer in the Snow*. Abelard. \$2.50.

a bunch of sidewalk-superintendents at heart!).

These are, then some of the advantages of making use of library display facilities. Advantages such as these are desirable on the one hand. For the librarian, however, the mere placing of such facilities in the room is a mixed blessing. Something (preferably constructive) has to be done with them. This isn't just an invitation, it is a plea: please come in and talk it over with us librarians. (I have a sneaking hunch my own colleagues will regard it with a soupcon of an idea that it's almost a threat.)

Reprinted From Journal of Home Economics, November 1955.

- Udry, Janise. *A Tree is Nice*. Harper. \$2.50.
Withers, Carl. *Rainbow in the Mourning*. Abelard. \$2.50.

For the Middle Years

- Baker, Charlotte. *The Green Poodles*. McKay.
Bishop, Claire. *Big Loop*. Viking.
Bloch, Marie. *Tony of the Ghost Town*. Coward. \$2.75.
Brink, Carol. *Family Sabbatical*. Macmillan.
Butterworth, Oliver. *The Enormous Egg*. Little.
Epstein, Sam. *The Andrews Raid*. Coward. \$2.95.
Garst, Shannon. *The Golden Bird*. Houghton. \$2.25.
Green, Allen. *Simple Tricks for the Young Magician*. Harcourt. \$2.79.
Haywood, Carolyn. *Betsy's Busy Summer*. Morrow. \$2.95.
Lattimore, Eleanor. *Little Pear and the Rabbits*. Morrow. \$2.50.
McEwen, Catherine. *Away We Go*. Crowell. \$2.50.
Ross, Zola. *Pigtail Pioneer*. Winston. \$2.50.
Rouze, Michel. *Mystery of Mont Saint Michel*. Holt. \$2.75.
Sorenson, Virginia. *Miracles on Maple Hill*. Harcourt. \$2.95.
Withers, Carl. *Riddles of Many Lands*. Abelard.
Winterfeld, Henry. *Detectives in Togas*. Harcourt. \$2.75.
Wyler, Rose. *Story of the Ice Age*. Harper.

For the Growing-Up Years

- Anauta. *Wild Like the Foxes*. John Day.
Armstrong, Richard. *Cold Hazard*. Hodges. \$2.50.
Biemiller, Carl. *Starboy*. Holt. \$2.50.
Cavanna, Betty. *Boy Next Door*. Morrow. \$2.75.
Cleary, Beverly. *Fifteen*. Morrow. \$2.75.
Craven, Thomas. *The Rainbow Book of Art*. World. \$4.95.
Harkins, Philip. *Young Skin Diver*. Morrow. \$2.75.
Means, Florence. *Knock at the Door*. Emmy. Houghton. \$2.75.
Noble, Iris. *Nellie Bly*. Messner. \$2.95.
Rowe, Viola. *Girl in a Hurry*. Longmans. \$2.75.
Summers, John. *Off the Beam*. Westminster. \$2.75.
Sutton, Lee. *Venus Boy*. Lothrop.

Book Your Flight With Me

MRS. LOUISA TCHOLAKIAN, *Librarian,*
Orlinda Childs Pierce College, Elleniko, Greece

For many, many years it has been a desire of mine to visit foreign countries and meet interesting people. But I am a librarian in an American College for girls in Athens, Greece. And of course I haven't money enough to travel the way most people do, on airplanes, trains and ships.

One day as I was walking through my library, dreaming of the places I would like to visit, I met a wonderful person from California. She was a librarian too. Perhaps some of you know her, Miss Helen E. Haines from California in the United States of America. Before I knew what was happening to me, she was helping me plan my trip, in the only way I could go!

I started off last summer, on a very special kind of flight, for California. I was sure that there would be other children on this flight, so I decided to take my two small boys with me; one is eight years old and the other six.

I had read about Miss Elizabeth Vining, a writer of children's books, who was, as everybody knows, at one time the foreign teacher of the Crown Prince of Japan and wrote the book *Windows for the Crown Prince*. So we decided to go first to Japan. Miss Vining met us at the airport. She gave several parties for me in her house and once she invited the Crown Prince of Japan and some American boys of his age. My little boys were disappointed, for they were not included in this invitation. It was most exciting to see the Crown Prince wear western clothes, speak in English,

talk to Americans and play with foreigners. He was most western in his eating habits, did not use even chop sticks. I learned that everywhere the Prince went, five chamberlains, all university graduates, accompanied him, sitting in an anteroom within call. One of them actually slept in an adjacent room at night, wearing his kimona and hakama (a pleated, divided skirt worn over the kimono on formal occasions) so as to be fully dressed in case of emergency. One of the chamberlains sat with the Prince at meals but did not eat with him. At this American party no chamberlain sat at the table with the Prince.

While we were in Japan, other Japanese friends invited us to go with them to some of their festivals. One was the festival of the Broken Needles. In Japan each girl learns to sew and make kimonos for herself, and later for her children. Needles are expensive in Japan because they are made of steel. So the girls are taught to be careful not to lose or break their precious tools. A little girl who breaks a needle sticks the broken pieces into a piece of *tofu*, which is a bean curd, a favorite Japanese food. Then she takes this to a Shinto Shrine, where she presents it with apologies and prays that she may be helped to be more careful in the future.

We loved the Flower Festivals most. On the day of the Cherry-Blossom festival, almost every Japanese, dressed in his best kimono, goes with his family and friends to some park

noted for its blossoms. There everybody picnicks all day and admires the blossoms. I wish you could have seen all those Japanese in their gay kimonos, with their bright paper parasols. They sat under the cherry trees and looked more like spring than the pink blossoms that were flying in the air.

The Moon Festival was most exciting for my children. Here in Greece we say there is a "Man's face in the moon," but the Japanese told my boys that there is a rabbit in the moon who keeps pounding rice in a large bowl to make into rice cakes. The boys love the story of the rabbit. When the moon is full in the autumn, the children gather in groups and sing and dance to the rabbit who lives in the moon. At these festivals there is always a story teller to tell tales of Old Japan.

My Japanese friends took me to their schools. Their school program for girls is different from ours in Greece. Besides the regular lessons, such as reading, writing, arithmetic, history, geography, etc. the girls study the arts of Real Japan, such as good manners, how to serve ceremonial tea, and flower arrangement. Japanese writing and reading is very difficult to explain. They have about one thousand two hundred Kanji characters, and forty-seven Kana characters. They don't want to change their writing into Ramaji (Roman alphabet) for they always have thought of their writing as a sort of art. Usually Kanji is written with a brush and is a kind of painting.

I found out that the Japanese are very polite, hospitable, clean and economical people. Their tiny cardboard

houses in the villages impressed me. These people never wear their *geta* or wooden shoes in the house, for their floors are covered with *tatami*, a soft, straw-colored matting. Even in these tiny houses mothers teach the daughters the flower arrangement. They have an art corner in the house, where they hang only one picture scroll and with each painting there is another kind of flower arrangement. Their art pictures are not framed but just painted on silk or paper and treated like our school maps.

Their *hibashe*, and their shining copper tea kettle, and their cakes, which are not as sweet as ours in Greece, are tempting. This *hibashe* is a charcoal brazier on which they put their tea kettle. In winter they use the *hibashe* for a stove, too. In Japan the children can't afford to feed a cat or a dog, so they have as their pets a cricket or a butterfly. The children catch their pets during the summer and sometimes they accidentally hurt or kill these beautiful insects. So in autumn they hold a special festival to tell the butterflies and dragonflies how sorry they feel for having hurt them. The children, dressed in gay butterfly colors, pull a cart decorated with a large paper butterfly. They go in a procession to a shrine, where they bow low and apologize to their insect friends.

While I was in Japan, Pearl Buck told me several interesting stories about her childhood, her parents, their home life, what her eyes saw and her heart understood, and the different games that she and her adopted Chinese sister used to play, and what Chinese dishes she liked most. So I went to visit her Chinese

sister. There one day I went with some American friends in a sedan chair to help them sell *Oil for the Lamps of China*. Here in the East I learned how to treat a poisonous insect bite without using any medicine. They slash the bitten place to let out the bad blood, then they make the patient walk briskly for twenty-four hours to keep the blood circulating.

From the East we flew to California. On the trip I met a minister who was interested in young people. He told me about his life in *Bishop's Mantle*. His replies to some of our questions were very interesting. I hope you will meet him some day.

At the airport in California, Monica Sone, author of *Nisei Daughter*, met me. Mr. Mardikian, who once visited Greece on his way back from Korea, was there at the airport too. He took us off to his restaurant where we had the kind of dinner "Omar Khayyam" would have loved. We had delicious *Armenian Royal Soup* and *Lah Majoun*, an Arabic food. Mr. Mardikian told me something I had not known before, that the Chinese were the inventors of macaroni.

Before I started on my flight I was fortunate enough to meet in person Mr. and Mrs. Steinbeck at the United States Information Service Library in Athens, Greece. I had read one of his books *The Moon is Down*, and I thought he was a crazy man, because I could not understand him at all. But in Athens when I shook hands with him, he actually winked at me. Then I knew that I had wronged him. So one of the first things I did in California was to visit him. Many of his friends were working in the fruit

groves, others were always looking for pearls while fishing in the sea. At last I understood Mr. Steinbeck and what he meant by his *Grapes of Wrath*.

During my stay in California I spent some time in those remarkable hospitals of yours. They had surgical, maternity, pathological and research departments. One day I was invited to attend an operation! I admired the efficiency, the alertness, and the co-operation of the doctors and nurses. There was absolutely no communication with words; each one knew his job and handled in turn the different instruments that were put on a sterilized tray for the operating doctor. They tried hard to save the life of the patient, save his blood and give him as little pain as possible. In the maternity department I found that there were social workers too who helped the doctors, the nurses and the patients.

The research department was most exciting. I spent one whole weekend at a *Medical Meeting*. Each research worker wanted to give his report first. Many of them said that their wives helped them in cleaning their test tubes, feeding the guinea pigs, keeping the room at an even temperature, and helping in so many other ways too.

My last stop was in London. Here I met Vera Brittain. You know she is a famous nurse, journalist and lecturer. I did not have time to meet Dr. Cronin but did meet many of his colleagues and friends.

As you know, I took my two little boys with me on my flight. I had always read to them and their friends tales of different lands, because summer afternoons in Greece are very

New Films Developed

The University of California at Los Angeles recently announced the publication and release of three new 16mm films and a filmstrip.

FILMS

The Child in the Middle — This film is designed to aid parents and teachers to better understand their respective roles in assisting the child in the school environment. Black and white—\$67.50; rental \$3.00.

Building Children's Personalities with Creative Dancing — This film follows a group of children through a

long and hot and there is not much for children to do. Flying off to other countries, as we did, is a wonderful way to spend a hot afternoon, when the only sound is the chirping of the cicadas in the tree tops. You will be surprised to hear how little it cost me, too.

For all these trips I spent only sixty-four drachmas. That is less than three dollars in American money. I spent it making short visits to our college library. If you will come to see me there I shall be very happy to introduce you to those book friends of mine who made my trip possible. Perhaps they can tell you about other countries and how to visit them if you haven't any money. I want to share my book friends with all of you so that you can talk with them and find out yourself just how wonderful a book flight can be.

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Books are paths that upward lead
Books are friends, girls; come let us read."

creative dancing class—through their original uncertainty, inhibitions, and uneasiness, through their unfolding, and up to the moment of their supreme expression of joy, feeling, and creativity. Color \$275; Black and white \$135. Rental: Color \$7.50; Black and white \$5.00.

Reading Music with Shaped Notes —After only six weeks of training, children at the fourth-grade level learn to read music, harmonize, and compose simple melodies, using shaped notes. The method consists of using a differently shaped note-head to represent each of the syllables of the scale. Black and White, \$56.25; Rental \$2.50.

FILMSTRIP

How a Textbook Was Selected — This filmstrip shows a recommended procedure for selecting textbooks. It follows one book through the typical "hurdles" of a carefully planned selection process. Color, \$6.00, not available for rental or preview.

Mr. Lawrence Hatch of the Educational Film Sales Dept., University Extension, University of California at Los Angeles, advises that these will be made available to our membership for preview purposes should any librarians care to view them for the benefit of their readers.

The American Library Association announced that, as of September 1, 1956, their two noted book selection periodicals, *The Booklist* and *Subscription Books Bulletin* would be merged into one periodical. The combined periodical, *The Booklist and Subscription Books Bulletin* will be available to subscribers at the regular subscription rate of *The Booklist*.

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Institute on Library Personnel Administration

A three-day institute, October 8-10, 1956, dealing with "library personnel administration" was held on the campus of the University of Southern California by the School of Library Science, in the Art and Lecture Room of Doheny Memorial Library. Mrs. Kathleen Stebbins, Personnel Director of the Detroit Public Library, served as Coordinator.

The welcoming address was made by Dr. Martha Boaz, Director of the School of Library Science. Mrs. Stebbins then took over as chairman for the first morning meeting on the topic of *Development of Library Personnel* through recruitment, utilization, motivation and attitude-changing.

The Monday afternoon meeting was under the capable chairmanship of Miss Roberta Bowler, Assistant City Librarian of the Los Angeles Public Library, when consideration was given to *Training Library Personnel*, which covered orientation, rotation, special assignments, and supervisory positions. Speakers were Mr. Robert S. Dowey, Training Officer of the Department of Public Works for the City of Los Angeles, and Mr. Herbert E. Jerrells, Personnel Officer for the Los Angeles Public Library.

On Tuesday morning Mrs. Stebbins as chairman, sparked the discussion on *Communication with Library Personnel*, together with Mr. C. Mansel Keen, Deputy Regional Director of the 12th U.S. Civil Service Region, Los Angeles, and Mr. Stanley L. Johnson, Director of the Civic

Center Division, School of Public Administration, University of Southern California, as the resource person.

The Tuesday afternoon meeting came under the chairmanship of Mr. Edwin Castagna, Librarian of the Long Beach Public Library, with Mr. Edwin T. Coman, Jr., Librarian of the University of California at Riverside and Mr. John D. Gerletti, Associate Professor in the School of Public Administration, University of Southern California, contributing to the topic of *Library Public Relations*.

The Wednesday morning meeting was the *Library Problem Clinic* where personnel problems in public, college, and university libraries came under discussion. In the afternoon there was a general summary and evaluation of the whole institute, and participants departed feeling that they had contributed to the solution of problems dealing with personnel.

New to Bakersfield College

Mr. John Wetzler joined the staff of Bakersfield College this fall. He has been a resident of Bakersfield for some time, having been a teacher at East Bakersfield High School for the past two years. Prior to that he was librarian and teacher at Arvin High School of the Kern County Union High School District.

Mr. Wetzler is married and has two sons who enjoy hiking and prospecting with him.

A portion of his time as Assistant Librarian at the College is spent in directing the Audio-Visual program.

News About People You Know

SAN FRANCISCO

New Assignments: The following changes were reported for San Francisco school libraries as of September 1956:

(1) Mrs. Helen Skrabak is serving as a substitute at O'Connell Senior High.

(2) Robert E. Campbell replaces Mrs. Skrabak at Aptos Junior High.

(3) John Gallas is substituting for Mrs. Donna Triggas at Everett Junior High while Donna is on leave.

(4) Mrs. Barbara Neilsen has gone to Horace Mann Junior High.

(5) Lynnea Berthelson has accepted a position at James Denman Junior High.

(6) Mrs. Anna Irvine has gone to James Denman Junior High also.

SAN DIEGO

New personalities in the San Diego schools are Mrs. Evelyn Fegan who is now in charge of the library at Sweetwater High School in National City and Mr. Warren Heyer who has come to the San Diego High School Library.

LONG BEACH

In the secondary schools librarians who are new to the system include:

(1) Lucille Boyle who is serving at both Bancroft and Hamilton Junior High Schools.

(2) Mrs. Tressie Coil who distributes her time between Hughes and Lindbergh Junior Highs.

(3) Mrs. Ellanora Kramer coming from Whittier High to assume the position of Head Librarian at Jordan Senior High.

(4) Mrs. Marion Pack who has taken up her duties at Franklin Junior High.

(5) Kathryn Provencher who has reported to Washington Junior High.

(6) Vida Snow, formerly with the Long Beach Public Library, who comes to the new Millikan Senior High.

(7) Mrs. Carolyn Spidell who is devoting her time to both Stanford and Marshall Junior High Schools.

Elementary school librarians new to the system are:

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3340 Yorkshire Rd., Pasadena 10

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Box 1158, Walnut Creek

- (1) Ruth M. Binns at Birney.
- (2) Mrs. Virginia Curley at Longfellow.
- (3) Frances Kramer at Bixby.
- (4) Mrs. Emlyn McBee serving at both Edison and Burroughs.
- (5) Mrs. Catherine Steele at Twain.

Change in Assignment: Carolyn Burch is now serving as Head Librarian at the new Millikan Senior High School.

Retirement: Hazel Zimmerman retired as Head Librarian at Jordan Senior High School at the close of the school year in June 1956. All best wishes of her friends go with her.

KERN COUNTY

In the late spring of 1956 changes were reported in the Kern County school libraries as follows: Kathryn Neville, formerly at Coalinga Union High School became librarian at Arvin High School; Mrs. Emma Duncan, Miss Neville's predecessor at Arvin has returned to her native state of Minnesota where she is teaching library science; Rochelle Miller, formerly assistant librarian in Bakersfield City Schools took over the post of Bakersfield City Schools Librarian, replacing Miss Waive Stager who passed away after a long illness; Miss Bennie Cotton from Lafayette, Louisiana became the new assistant librarian.

LOS ANGELES

Librarians on leave of absence include:

- (1) LaVon Harrison is on leave for the year from Banning High School.
- (2) Mrs. Marjorie Knapp, formerly at Fremont High School, is taking the year to care for her young child.
- (3) Henry Lash of Los Angeles Trade-Technical Junior College and his wife are spending the year touring Europe.
- (4) Marjorie Pearson is also on a travel leave from South Gate High School.
- (5) Elizabeth Reining is on leave again this year from the Library and Textbook Section while she is serving as supervisor of the school libraries in Riverside County.

Returning from leave of absence:

- (1) Mrs. Claralee J. Gibbons, who

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was on leave for child care, is back again and is stationed at Sutter Junior High School.

(2) Alice Michael, who was traveling throughout the United States, is back at Mt. Vernon Junior High.

Resignation: Mrs. Theda K. Firschlein resigned as librarian of Sutter Junior High and went with the Hillsborough School District. SLAC sends best wishes for success in her new position.

Retirements: The retirements were two in number: Verna Andrew from LeConte Junior High and Sarah R. Shaw from Eagle Rock High School. They are both urged to come back to professional meetings to greet old friends.

New Assignments:

(1) After a year of travel and study under a Ford Foundation grant Dorothy Adams has returned and is going to be located at Burroughs Junior High.

(2) Pamela Bleich, who served as a substitute in the Library and Textbook Section last year, has been appointed to that department on a regular basis.

(3) Mrs. Catherine Condit, who was formerly a librarian at Glendale, and who served as a Social Studies teacher in Burbank last year, is now librarian at Burbank Junior High School.

(4) Mrs. Helen Earnshaw, formerly at Los Angeles City College, transferred to Los Angeles Trade-Technical Junior College.

(5) Lois Fetterman, who was librarian at Burroughs Junior High, has taken a position with the Library and Textbook Section in the Order Department.

(6) Mrs. Marion S. Fox, who was formerly a Social Studies teacher and recently completed her training at U.S.C. Library School, has taken the position of librarian at Bret Harte Junior High School.

(7) Florence Gregory, who was librarian at Gompers Junior High School a couple of years ago, returned from an exchange year in Baltimore and another year in Europe to assume new duties as librarian at Banning High School.

(8) Belle Maley, who was her exchange from Baltimore, is staying on at Gompers.

(9) Mrs. Jennie Meisels, who served as librarian at Burbank Junior High School for several years, transferred to LeConte Junior High in September.

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(10) Mrs. Monique Harriton went to Los Angeles City College from Bret Harte Junior High. Monique did graduate work at the University of Paris before coming to the United States on a scholarship to Carleton College in Minnesota; she later taught French at Middlebury French Summer School.

(11) Mrs. Johnna Faye Hayes, who was on special assignment at the Library and Textbook Section, took up new duties at Mann Junior High after returning from a summer in Scandinavia.

(12) Elizabeth Leonard, who came here from Virginia where she was an elementary and junior high librarian, went to South Gate High School, replacing Marjorie Pearson on leave.

(13) Mary L. MacDonald, who became the new librarian at Eagle Rock High School, formerly taught mathematics at the same school before receiving a library degree from U.S.C.

(14) Mrs. Allie Moore went from Mann Junior High to Wright Junior High School in the Westchester area.

(15) Doris Brush Payne, who was librarian at Audubon Junior High several years ago is serving as a substitute in the Library and Textbook Section this year.

(16) Marilyn Sawyer, who was formerly at Dana Junior High, is librarian at the new Robert E. Peary Junior High School in the Gardena area. Marilyn spent a year in France where she was a school librarian for children of the armed service forces, eighteen kilometers from Paris.

(17) Harry C. Stone (Hal to his friends) came to Los Angeles City College library from the position as assistant librarian in charge of tech-

nical processes for C. F. Braun & Company in Alhambra. Before going with Braun Company Hal had been head of the Periodicals Department and later head of the Circulation Department in the U.S.C. library.

Return from Abroad: Johnnie May Hanno of Narbonne High School in Lomita has just returned from a summer European tour. Her main enjoyment, she is positive, stemmed from the fact that from beginning to end she had absolutely no responsibilities. She got up in the morning, put her hand trustingly into that of a capable guide and made a carefree visit to Italy, Switzerland, France, England, Norway, and Capri. The Salzburg Festival was gorgeous, the smorgasbord breakfasts in Norway stupefying, and sunrise at the vegetable market in Paris worth staying up all night for.

San Jose Workshop

THEME: *Pattern for Progress*

Mrs. Mary Peacock Douglas, one of America's leading authorities on school libraries, is scheduled to conduct a one-week workshop at San Jose State College from June 18 to 22, 1957.

All phases of school library administration will be covered during the one-week course entitled "Pattern for Progress." Emphasis during the sessions will be on the currently changing role of the school library into an instructional materials center.

Plans are now being completed and additional information on the conference will be announced soon. Anyone desiring immediate information may write to Miss Dora Smith, head of the department of librarianship at San Jose State.

For Adults Only: An Extra-Curricular Program for Evening Students

By FREDERICK G. FOX,

Dean of Los Angeles City College Evening Division

A rich new area of service has been opened to junior college deans in charge of student extra-curricular activities. Because of the steady growth in evening college enrollments—with some junior colleges now actually serving more students on their campuses at night than during the daylight hours—attention is being focused on the development of special programs to serve the interests of the more mature students attending evening classes.

At Los Angeles City College, where the enrollment in the Evening Division has increased from 2,500 to over 11,000 during the past eight years, a unique program of student activities has been developed to enrich the academic program and to provide social and cultural experiences outside the classroom that meet the needs and interests of the busy men and women who are pursuing their education at night. This program seems to attract an ever increasing segment of the student body each semester, despite the fact that those who attend evening classes usually hold full-time jobs and have other responsibilities that would appear to make it almost impossible for them to devote time to campus activities not specifically connected with their studies.

The success of the City College program to date has been due to the unusual type of student body organization and a program built around the interest expressed by the adult students themselves. It represents a break with tradition in an effort to overcome the problems of communi-

cation, stability, and continuity that plague most evening schools and that cause the typical day school type of student body organization to break down.

The evening student body organization of City College might be described as a "federation" of evening student campus clubs and societies, each group being entitled to two representatives on a Student Executive Board which elects its own officers each year. The student board handles all business and financial affairs for the evening student body and sponsors one or more major campus events each semester. The remainder of the extra-curricular program is planned and carried out by the several clubs and societies which receive financial assistance from the board for all activities open to the general student body.

There are several phases to the extra-curricular program of the evening student body. First, an appreciation of the importance of cultural activities of various kinds as a necessary part of a college student's life is reflected in the generous allocation of the student body board to a lecture and concert fund each term. Nationally known lecturers and artists are brought to the campus by the student body every semester, and admission to all performances is free, though tickets are issued to regulate attendance so that a section of the college auditorium may be reserved for the general public, which is invited to share these programs free of charge.

Among the speakers and artists who have appeared on the evening college special events series to date have been U.S. Senator J. William Fulbright, philosopher F. S. C. Northrop, historian Will Durant, pianist Eugene List, columnist Dorothy Thompson, poet-dramatist Lord Edward Dunsay, novelist James Michener, and other distinguished persons in business, politics, the arts, and education.

A second phase of the extra-curricular program for evening students at City College places emphasis on opportunities for artistic expression on the part of the students themselves. Liberal allocations have been voted by the student board to underwrite opera and theater productions, for which the college is noted, as well as student musical performances, dance exhibitions, talent shows, an occasional television production, and other projects that provide opportunities for evening students to perform before the public. These events are sponsored by individual clubs but are open to all students who care to attend.

The various clubs join forces once a year to stage an annual Festival of Arts, usually scheduled during the spring semester. This unique event opens with a ball, at which the Festival Queen is presented, and features a week of special programs, including an art exhibit, with prizes being awarded for outstanding paintings, drawings, ceramics, and other art objects produced by evening art students, a theater production by evening drama and dance students, a book exhibit, and a concert.

A third phase of the evening extra-curricular program is based on the theory that a community college should provide experiences for the

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student that have a pretty definite relationship to the life of the community in which the college is located. For this reason, a portion of the student body budget has been allocated for student body memberships in a variety of civic, cultural, and professional organizations active in the community, including the necessary funds to make it possible for student representatives to attend the meetings of these groups. It has, therefore, not been unusual to find City College evening students attending luncheon meetings of the Wilshire Chamber of Commerce, discussion meetings of the Los Angeles World Affairs Council, dinner meetings of the Personnel and Industrial Relations Association, special meetings of the Los Angeles Chamber of Commerce and similar community organizations where they have come into personal contact with the leaders of the community who shape its destiny.

This phase of the program has also provided opportunities for evening students in certain fields to attend special conferences of technical and learned societies, which are generally happy to have mature college students attend their meetings and often waive the usual conference fees to encourage their attendance. Students recommended by their instructors are reimbursed by the student body for any expenses incurred at such gatherings.

City College experience with the club federation type of student body organization, while it may at first appear to be somewhat undemocratic, has been encouraging thus far because interest and participation have increased steadily year by year. The various student clubs not only tend

to revive themselves at the start of each new term but continue to expand their memberships, thereby bringing more students into active participation. The result is a stability and continuity not generally found under the typical form of student government organization.

Because the various student clubs provide the stimulus drive that make this type of student organization successful, perhaps a brief explanation of the function of each of the clubs would be of interest.

The first evening student club to be organized at City College was Crimson Key, which came into being as the result of requests by evening students for a program of social activities. It has since become the official service club of the evening college, and its members assist the administration and faculty each semester during the rush of the registration period, providing information, guides, messengers, clerical assistance, and meeting emergency situations as they develop. The club takes charge of all receptions, dinners, teas, and other social functions, providing the ushers for assemblies and lectures, and it performs all hospitality services for student social affairs. Its members also participate in charitable works, including an annual fund raising campaign to send underprivileged children in the community to summer camps.

A second student group, Alpha Theta Omega, provides a program of activities of special interest to students in the field of the social sciences. Its members sponsor meetings throughout the year for the discussion of local, national, and international problems, open to all students on the campus. One of its recent

special projects was the preparation and presentation of a television show on the eve of the elections designed to encourage local citizens to exercise the voting privilege, along with a discussion of some of the important issues on the ballot.

La Empresa de Los Pan-Americanos (the Pan-American Club) was formed at the request of evening students in supplementing their studies of the Spanish language through out-of-class activities that provide additional opportunity for the members to practice spoken and written Spanish. Portions of the club's business and social meetings are conducted in that language, and the officers maintain close contact with consular officials of the various Latin nations in the city who appear at club meetings to address students in both Spanish and English. Several Spanish language motion pictures are presented for the benefit of language classes on the campus each term, with the remainder of the club meetings devoted to topics dealing with the cultural, economic, and historic backgrounds of the Spanish speaking nations. The club also sponsors weekend trips for its members and other interested students to locations of historic interest in California and Mexico, including visits to the always popular bull fights.

A fourth evening student organization, formed to promote interest and participation in the theater and associated arts, is the evening division Theatre Arts Group. Members assist the drama and music departments with their stage presentation, sponsor lectures by experts in the theater field, and provide "oscars" for the best performances of the year in the college theater. One of its recent special projects was the planning and

presentation of a television program featuring interpretative dancing by City College students on a local commercial station.

One of the newest evening student organizations on the campus is the Psychology Club. This group publishes a newspaper summarizing recent developments in the field of psychology, sponsors monthly meetings with guest speakers and demonstrations dealing with such subjects as group dynamics, leadership training, psychosomatics, hypnosis, clinical psychology, and juvenile delinquency. It also arranges field trips for its members and other interested students for the purpose of observing the application of psychology in the community in police work, veteran rehabilitation, retarded children and medical facilities for mental health. A recent special project was a research study carried on by the members for a local social service agency that lacked the funds and manpower to undertake this much needed study.

As had been anticipated, the success of the special interest clubs and their willingness to serve the school as a whole as well as the individual members has attracted the attention and interest of a large segment of the evening student body, and requests are now on file for the formation of additional clubs to serve students interested in music, art, and other fields.

Both day and evening members of the City College faculty have expressed their pleasure over the enthusiastic reception they have received whenever they have approached these various evening student groups for assistance in organizing and financing special projects, such as an annual exhibit of fine

(Continued on Page 30)

Geographic School Bulletins

(Information furnished by the National Geographic Society and offered here in shorter form).

The National Geographic Society announces that the GEOGRAPHIC SCHOOL BULLETINS will offer for the coming school term the same wealth of accurate text and informative pictures that aided some 30,000 educators, teachers, and students last year. The first issue of the BULLETINS for the 1956-57 school year

went out to subscribers October 1st and will continue to do so for thirty weeks with the exception of the Christmas and Easter holidays. The BULLETINS may be obtained through the School Service Division of the National Geographic Society, Washington 6, D.C. at the rate of seventy-five cents for the thirty issues or \$2.00 for three school years.

Geography has always played an important role in world affairs. The Society maintains at home and abroad, a large staff of writers, photographers, and researchers alert to record the latest geographic developments in a manner especially suitable for classroom use and home study.

Extra Curricular Program—Cont'd.

books, lectures and receptions sponsored by a faculty committee on cultural relations, a program for the exchange of books with foreign colleges and universities, an annual business show, and similar undertakings.

Those who have been associated with this program in the evening college for the past eight years have been gratified by the results. It has enriched the academic program by supplementing classroom instruction and making it more meaningful for the students. Because the club type of student body organization provides many more opportunities for leadership experience than would be possible under a single unit arrangement the faculty has also experienced the pleasure of observing the individual development of a great many potential future leaders in the community who gained leadership experience as officers in the various clubs. In short, the program has helped the faculty and administration to provide a more effective educational program on the campus.

—Reprinted by permission from the Junior College Journal of October 1956.

Projected for the coming school year's BULLETINS are illustrated articles on an amazing array of subjects. Readers will ride with the gauchos of Uruguay, and will also tap rubber in Liberia. They will peer at Mars as that planet sweeps close to earth (astronomically speaking), and follow the Earth Satellite into outer space. They will probe the causes of near-extinction of such species as the Andean condor, Australia's kookaburra, and North America's Big-horn sheep. They will learn the fascinating stories behind the traffic light, the brick, and the paper bag. Tungsten and chicle will lose their strangeness, in revealing articles.

Any teacher, librarian, educational worker, student, or parent may subscribe. *Teachers may obtain subscriptions for all members of their classes, if desired, but in such cases the copies must be mailed in bulk to one address.*

A Study of the Selection and Retention of Books in School and Public Libraries

The School of Librarianship of the through Chancellor Clark Kerr and Dean J. Periam Danton that a grant of \$36,000 was received from the Fund for the Republic for studying the matter of selection and retention of books in the public and school libraries of California. This *Study*, a revision of an earlier proposed "Three-Year Report" published earlier by the Fund for the Republic, is supported by the California Library Association and the School Library Association of California.

Miss Marjorie Fiske has received appointment as a Lecturer in the School, to serve as Director of the Project. Miss Fiske is a distinguished sociologist who has acted in the following capacities: (1) As a visiting lecturer to the University of California's Department of Sociology in 1956, (2) As a research consultant for the Fund for Adult Education, 1955-1956, (3) As the Research Director for the Bureau of Applied Social Research at Columbia University, 1954-1955, (4) Executive office for the Implementation Committee on Television and the Citizens Group on Television, 1953-1954, (5) Deputy Director of the Evaluation Staff, International Broadcasting Service, 1949-1953, (6) As Senior Associate, Bureau of Applied Social Research, Columbia University, 1943-46, (7) As Director of Field Studies for the National Federation of Business and Professional Women's Clubs, 1941-1943, and (8) As Associate Director of Field Service for the Federation, 1939-1941.

Miss Fiske is an author, have written jointly with Robert K. Morton

and Alberta Curtis, the title *Mass Persuasion, The Social Psychology of a War Bond Drive* in 1946 and also jointly with Robert K. Morton and Patricia Kindall, the book *The Focused Interview* in 1956, and she has contributed scholarly articles to periodicals dealing with social research.

Members of an advisory committee concerned with the *Study* include:

- (1) Professor Herbert Blumer, Chairman, Department of Sociology and Social Institutions, University of California.
- (2) Miss Jessie E. Boyd, Director of School Libraries, Oakland Public Schools.
- (3) Mr. Edwin Castagna, Librarian, Long Beach Public Library.
- (4) Mr. John D. Henderson, Librarian, Los Angeles County Library.
- (5) Professor Harold Jones, Director of the Institute of Child Welfare, University of California and Pacific Coast representative of the Social Science Research Council.
- (6) Professor Jerzy Neyman, Chairman, Department of Statistics, University of California.
- (7) Mrs. Carma Zimmerman, Librarian, California State Library.

Mr. L. Herman Smith, President of the School Library Association of California stated that the Book Selection Policies Committee of the Association is going to work closely with Miss Fiske and her committee on this *Study*.

Wanted: More Deweys, Bishops, Van Deusens

DOROTHY FRIZZELL SMITH, Long Beach City College Library Chairman,
Memorial Scholarship Loan Fund

When great names leave our stage, we look around almost hopelessly for new actors to take over their giant roles, the scholarly Dewey, the inspiring Bishop, the perceptive and gentle Marjorie Van Deusen. To insure that no aspirant may lack for funds to complete his library training, leading to a degree and to active work in the profession, the Memorial Scholarship Loan Fund was established in 1950, in memory of such pioneer California school librarians as Statie Weber and Louise Roewe-kamp, who have left unfilled places in our memories and in the profession. The fund has grown during the years through memorial gifts and the voluntary contributions of the members of the Southern Section until the bank holds a sum, sizable enough now to help several prospective librarians each year. The hope is to have many thousands loaned out from a fund, made possible by bequests in wills, as well as by more and more gifts, memorials that can go on living through the years, worthy of any librarian.

The Memorial Loan Fund Committee of the Southern Section has recently lifted several restrictions to make the fund more available to more people. No longer must the neophyte pay interest his first year out of school, the four per cent starting with his third year after graduation. Nor does the prospective librarian have to promise to take a position in California. The feeling of the Committee and of the Executive Council was that wherever the graduating librarian found the greatest

opportunity, we would be glad to have helped in fitting him for this opportunity in the profession. This same thinking raised the restrictions against library schools outside California. Now he may enter any graduate library school whose degree is recognized by the American Library Association, wherever the student feels that he can best prepare for his prospective work in the library profession. Plans are under way for the printing of commemorative cards of a dignified sort, memorializing a deceased librarian, the card to be sent to the family in the donor's name. It is hoped that student bodies and faculties, as well as individuals, may wish to remember their librarians in this living way.

Memorial gifts may be sent to the chairman, and applications for a loan may also be addressed to the chairman. It is best to make application during the school year when the president, the treasurer, and the chairman are within telephone and overnight post distance of each other.

Certainly the prospective librarian will be a better one, inspired by the service of these pioneers and that of more recent losses to the profession, as well as by the material gifts made in their memory.

The Library and Textbook Section of the Los Angeles City Schools has developed a *Manual of Practice for Elementary Libraries*. Teaching the use of books and libraries will be emphasized so that library skills will carry over into junior high school and the public library.

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